

ATTN: KS House Committee on State and Federal Affairs

Re: House Bill No. 2204

March 10, 2025

Greetings Representative Kessler and members of the House Committee on State and Federal Affairs,

As a United States citizen, not a global citizen, as a resident of the State of Kansas and as an Olathe School District parent, I, Jami Klenda, support HB. No. 2204. On behalf of the Johnson County chapter of Mom's for Liberty I'd like to call your attention to some information linking the United Nations to American education, followed by a rallying cry for American independence. You will see how these are diametrically opposed, our freedom as individuals under the sovereignty of our nation and the goals for all supranational bodies, including but not limited to the United Nations.

In 1989, Robert Muller, former assistant Secretary General of the United Nations created World Core Curriculum (WWC), "at the request of educators...the product of the United Nations, the meta-organism of human and planetary evolution." Conveniently, Common Core State Standards (CCSS), "[are] designed to produce a universal "work force ready" population prepared to identify as "global citizens" (Anderson, 2013)." Whose interests are served by "global citizens?" All supranational bodies, like the WEF, U.N. for "planetary evolution," the WHO, and their many partners in 'philanthropy' (such as the Bill and Melinda Gates Foundation), and various NGOs to be sure; thus, educating children in this mindset achieves this goal.

To back this up even further, educating American children for "global citizenship," (of which there is no such thing) is this piece written by Janette Neuman, who holds a PhD. in Education, "[Why Global Citizenship Education Should Become U.S. Policy.](#)" To what authority does this author appeal? The United Nations Sustainable Development Goals (SDGs), and UNESCO (United Nations Educational, Scientific, and Cultural Organization.)

Furthermore, another major trend in Education has been the adoption in KS (and all 50 states) of CASEL aligned "Social Emotional Learning," with "Transformational" SEL breaking onto the scene in 2019. There is too much to cover on the origins of "SEL," and its literal ties to New Age belief systems. Suffice to say, this is precisely the vehicle to get children to unwittingly support the U.N.'s Sustainable Development Goals by affecting their values, attitudes, beliefs and behaviors. In "[SEL for SDGs, Why Social Emotional Learning is Necessary to Achieve the SDGs.](#)" this UNESCO document states: "Since dissonance is an unpleasant emotive state, subjects of dissonance require emotion regulatory capabilities (emotional resilience) to navigate the behaviors and prerequisite antecedents to attain SDGs." In other words, since the sacrifices required at the individual and familial levels to pull off the 17 SDGs, which entail nothing short of a global communofascist system to implement, "social emotional learning" can "create resilience" in children to not challenge what is being asked of them. Further, "SEL in schools

show promise in improving pro-social behavior and inculcate actions that go beyond just the self but *towards the collective good*" (ibid.).

Steven C. Rockefeller, author of "Spiritual Democracy and Our Schools," is one last (not the last, but for the purposes of linking "shared global ethics" and education, the final citation) illustration of how our founding principles can be hijacked through education to serve another agenda.

Rockefeller, who chaired the International Earth Charter Drafting Committee from 1996 to 2000, declared, "One way of understanding the Earth Charter is to think of it as a declaration of global interdependence and universal responsibility. When this nation was founded, we issued a Declaration of Independence. Over 200 years later, we confront a very different world, and we urgently need a national and international Declaration of *Interdependence* ([interview with Steven C. Rockefeller](#))." The EarthCharter.org reads a lot like the 17 SDGs. Also of note, the pioneer of "global sustainable development" Maurice Strong, as well as Mikhail Gorbachev led the collaborative process to develop the Earth Charter.

Finally, I rest on the shore of American independence, of the sacred role and responsibility of each family to mold and shape the moral character of their children in accordance with their culture, their customs, their religion (if applicable); rather than in a public classroom backed by organizations like UNESCO with political and societal agendas.

Recall the agenda is to enter the family by "teaching" the child another worldview, one that may cause the child to question his own family's beliefs, one that directs the child toward a "communitarian" mindset, antithetical to the Natural Law framework of individual sovereignty recognized in the United States of America's founding documents. As Founder James Wilson has it correctly, sovereignty is in the man. We the people are the ultimate sovereigns; our government operates as our delegated instrument and is "on loan" from the people. Therefore, no authority or jurisdiction may be recognized by the people of Kansas to unaccountable, unelected technocratic, globalist entities such as the World Health Organization, the United Nations, or the World Economic Forum. Any idea of granting such authority is seditious.

Respectfully,

Jami Klenda

